



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

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**Miami Springs Elementary School**

51 PARK ST

Miami Springs, FL 33166

305-888-4558

<http://mse.dadeschools.net/>

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 74%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 91%

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## School Grades History

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<b>2013-14</b> B	<b>2012-13</b> B	<b>2011-12</b> A	<b>2010-11</b> A
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## SIP Authority and Template

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Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Purpose and Outline of the SIP

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The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Miami Springs Elementary Schl

##### Principal

Sally M. Hutchings

##### School Advisory Council chair

Mayra Hernandez

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Sally M. Hutchings	Principal
Naomi P. Simon	Assistant Principal
Phil A. Mato	Reading Coach
Patricia Sanchez-Alcaine	Counselor

#### District-Level Information

##### District

Dade

##### Superintendent

Mr. Alberto M Carvalho

##### Date of school board approval of SIP

12/11/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

The Miami Springs Elementary Educational Excellence School Advisory Council (EESAC) is made up of 5 teachers, 6 parents, 1 student, 1 education support employee, 2 business/community representatives, the UTD steward and the principal. With the exception of the principal, the business/community representatives, and the UTD Steward, all other members are elected by their constituent groups. Teachers, parents, students, and education support employees also elect an alternate representative. The alternate for the UTD steward is the union elected alternate. The Council is representative of the ethnic, racial, linguistic, disabled, and economic community served by Miami Springs Elementary School. The teachers elected to the Council are representative of different grade levels.

#### Involvement of the SAC in the development of the SIP

The EESAC met during the 2012-2013 school year to provide input on the strategies utilized toward school improvement goals. Recommendations were made at the end of year workshop for the

development of the 2013-2014 school improvement plan. The EESAC met in September to review the SIP and make additional recommendations.

**Activities of the SAC for the upcoming school year**

The Council's activities for the upcoming year will include recruitment of EESAC members, EESAC elections, and appointment of the EESAC chairperson. It will review the School Improvement Plan and make recommendations. The EESAC will assist with continuous monitoring of the School Improvement Plan throughout the school year to make budgetary recommendations based on need for improvement. The EESAC will assist with the purchasing of technology, test preparation and Accelerated Reader materials.

**Projected use of school improvement funds, including the amount allocated to each project**

The EESAC will utilize available funds to purchase the annual subscription for BrainBOP, approximately \$1,725.

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Sally M. Hutchings**

Principal

Years as Administrator: 21

Years at Current School: 7

**Credentials**

Bachelor of Science in Elementary Education  
 Master of Science in Educational Leadership  
 ESOL Endorsement

**Performance Record**

2013 – School Grade  
 Rdg. Proficiency, 68%  
 Math Proficiency, 59%  
 Rdg. Lrg. Gains, 65 points  
 Math Lrg. Gains, 58 points  
 Rdg. Imp. of Lowest 25% -  
 69 points  
 Math Imp. of Lowest 25% -  
 39 points  
 Rdg. AMO – N  
 Math AMO – N  
 2012 – School Grade  
 Rdg. Proficiency, 65%  
 Math Proficiency, 58%  
 Rdg. Lrg. Gains, 76 points  
 Math Lrg. Gains, 57 points  
 Rdg. Imp. of Lowest 25% -  
 70 points  
 Math Imp. of Lowest 25% -  
 56 points  
 Rdg. AMO – N  
 Math AMO – N  
 ‘11 ‘10 ‘09  
 School Grades  
 A A A  
 High Standards- Rdg.  
 83 80 81  
 High Standards Math  
 78 78 82  
 Lrng Gains-Rdg.  
 72 74 76  
 Lrng Gains-Math  
 68 65 71  
 Gains-Rdg-25%  
 64 58 72  
 Gains-Math-25%  
 63 65 68



<b>Naomi P. Simon</b>		
Asst Principal	Years as Administrator: 8	Years at Current School: 8

<b>Credentials</b>	<p>Bachelor of Science in Elementary Education                  Master of Science in Educational Leadership                  ESOL Endorsement</p>
<b>Performance Record</b>	<p>2013 – School Grade                  Rdg. Proficiency, 68%                  Math Proficiency, 59%                  Rdg. Lrg. Gains, 65 points                  Math Lrg. Gains, 58 points                  Rdg. Imp. of Lowest 25% -                  69 points                  Math Imp. of Lowest 25% -                  39 points                  Rdg. AMO – N                  Math AMO – N                  2012 – School Grade                  Rdg. Proficiency, 65%                  Math Proficiency, 58%                  Rdg. Lrg. Gains, 76 points                  Math Lrg. Gains, 57 points                  Rdg. Imp. of Lowest 25% -                  70 points                  Math Imp. of Lowest 25% -                  56 points                  Rdg. AMO – N                  Math AMO – N                  ‘11 ‘10 ‘09                  School Grades                  A A A                  High Standards- Rdg.                  83 80 81                  High Standards Math                  78 78 82                  Lrng Gains-Rdg.                  72 74 76                  Lrng Gains-Math                  68 65 71                  Gains-Rdg-25%                  64 58 72                  Gains-Math-25%                  63 65 68</p>

**Instructional Coaches**

<b># of instructional coaches</b>	1
<b># receiving effective rating or higher</b>	(not entered because basis is < 10)

**Instructional Coach Information:**

**Phil A. Mato**

Full-time / School-based

Years as Coach: 5

Years at Current School: 11

**Areas**

Reading/Literacy

**Credentials**

Bachelor of Arts in Elementary Education  
 Bachelor of Arts in Psychology  
 Masters of Science in Educational Leadership  
 ESOL Endorsement  
 Reading Endorsement

**Performance Record**

2013 – School Grade  
 Rdg. Proficiency, 68%  
 Rdg. Lrg. Gains, 65 points  
 Rdg. Imp. of Lowest 25% -  
 69 points  
 Rdg. AMO – N  
 2012 – School Grade  
 Rdg. Proficiency, 65%  
 Rdg. Lrg. Gains, 76 points  
 Rdg. Imp. of Lowest 25% -  
 70 points  
 Rdg. AMO – N  
 '11 '10 '09  
 School Grades  
 A A A  
 High Standards- Rdg.  
 83 80 81  
 Lrng Gains-Rdg.  
 72 74 76  
 Gains-Rdg-25%  
 64 58 72

**Classroom Teachers**

**# of classroom teachers**

39

**# receiving effective rating or higher**

39, 100%

**# Highly Qualified Teachers**

79%

**# certified in-field**

31, 79%

**# ESOL endorsed**

31, 79%

**# reading endorsed**

7, 18%

**# with advanced degrees**

16, 41%

**# National Board Certified**

6, 15%

**# first-year teachers**

0, 0%

**# with 1-5 years of experience**

1, 3%

**# with 6-14 years of experience**

18, 46%

**# with 15 or more years of experience**

20, 51%

**Education Paraprofessionals****# of paraprofessionals**

3

**# Highly Qualified**

3, 100%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

0

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

The school will recruit high quality teachers through the district's interviewing and hiring process. New teachers will be partnered with veteran teachers, and meetings will be scheduled regularly with new teachers, veteran teachers and the administrative team to provide necessary support and guidance. Additionally, the school will partner with local universities to provide internships to student teachers.

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

The school's mentoring program consists of pairing Mentoring and Induction of New Teachers (MINT) trained teachers with newly hired teachers. Pairings are selected based on grade level and curricular assignments.

**Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

The MTSS/Rtl Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by:

1. Holding regular team meetings.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response (MTSS problem solving process and monitoring progress of instruction).
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

#### Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS/Rtl Tier 1 worksheets completed three times per year. The MTSS/Rtl Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS/Rtl End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS/Rtl leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

#### Tier 1(Leadership Team)

Administrator(s), Sally Hutchings, Principal and Naomi Simon, Assistant Principal, who will schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps,

allocate resources;

In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS/Rtl problem solving

School reading, math, science, and behavior specialists – Phil Mato, Reading Coach

Special education personnel - Eloisa Alfonso and Dorothea Tate, SPED Teachers

School guidance counselor – Patricia Sanchez-Alcaine

School psychologist – Christine Machado

School social worker – Caridad Gallo

In addition to Tier 1 problem solving, the Leadership Team members will meet monthly to review consensus, infrastructure, and implementation of building level MTSS/Rtl.

Tier 2

The assistant principal, reading coach, guidance counselor and school psychologist will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST

Selected members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

The Tier 1 and Tier 2 worksheets document aimlines and supports for any academic or behavioral goal listed on the SIP plan. They also document the specific plan to monitor fidelity of MTSS/Rtl implementation. These documents are the centerpiece of any discussion related to these areas in any school meeting that plans, reviews, or revises efforts at increasing academic or behavioral proficiency. The 4 step problem solving process then becomes a structure for these meetings, and fidelity data is reviewed each time a group meets. Data gathered through the MTSS/Rtl process informs the discussion at MTSS leadership, grade level, attendance review, Tier 2, and Tier 3 SST meetings.

### **Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

Data Sources

Academic

FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)

STAR reading assessment

Oral Reading Fluency Measures

Voyager Phonemic Awareness and Phonics measures

SuccessMaker Utilization and Progress Reports

Interim assessments

FCAT

Student grades

School site specific assessments

Behavior

Student Case Management System

Detentions

Suspensions/expulsions

Referrals by student behavior, staff behavior, and administrative context

Office referrals per day per month

Team climate surveys

Attendance  
 Functional Assessment  
 Frequency Monitoring

**Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

The school will participate in the MTSS/Rtl district professional development which consists of; Administrators will attend district trainings in MTSS foundations and MTSS/Rtl problem solving at Tiers 1 and 2, and School Support Team Training.

MTSS/Rtl team members will attend district trainings in MTSS/Rtl foundations and MTSS/Rtl problem solving at Tiers 1 and 2, and School Support Team Training.

Staff will participate in the Florida Rtl online training at providing a network of ongoing support for Rtl. In addition, the MTSS/Rtl Leadership Team will monitor the school’s consensus, infrastructure, and implementation using (suggested tools can be found at [http://www.floridarti.usf.edu/resources/program\\_evaluation/ta\\_manual\\_revised2012/index.html](http://www.floridarti.usf.edu/resources/program_evaluation/ta_manual_revised2012/index.html) to reach a rating of at least 80% MTSS implementation in the school.

The school will utilize back to school night to present MTSS/Rtl to parents and hand out parent MTSS/Rtl brochures (available at <http://rti.dadeschools> ).

A description of MTSS/Rtl and MTSS/Rtl parent resources will be available on the school’s web site.

**Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program  
**Minutes added to school year:** 120

Provided reading and mathematics tutoring to students identified in the lowest 25%.

**Strategy Purpose(s)**

- Instruction in core academic subjects

**How is data collected and analyzed to determine the effectiveness of this strategy?**

Bi-weekly assessments will be administered to students enrolled in tutorial program.

**Who is responsible for monitoring implementation of this strategy?**

Assistant Principal

**Literacy Leadership Team (LLT)**

**Names and position titles of the members of the school-based LLT**

Name	Title
Sally M. Hutchings	Principal
Naomi P. Simon	Assistant Principal

Name	Title
Phil A. Mato	Reading Coach
Donna Smith	Primary Reading Teacher
Eloisa Alfonso	Special Education Teacher
Nilda Serrano	Mathematics Teacher
Cristina Durr	Science Teacher

### How the school-based LLT functions

The purpose of the Literacy Leadership Team (LLT) is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal will cultivate the vision for increased school-wide literacy across all content areas by being an active participant in all LLT meetings and activities. The principal will provide necessary resources to the LLT. The reading coach will share his expertise in reading instruction, and assessment and observational data to assist the team in making instructional and programmatic decisions. The reading coach will work with the LLT to guarantee fidelity of implementation of the K-12 CRRP. The reading coach will provide motivation and promote a spirit of collaboration within the LLT Team to create a school-wide focus on literacy and reading achievement by establishing model classrooms; conferencing with teachers and administrators; and providing professional development. Meetings will be held monthly at convenient times for all members. Master Plan Points (MPP) will be provided and team building activities for members will be provided to ensure commitment and participation. The LLT will monitor collection and utilization of assessment data, including progress monitoring data (FAIR Assessments), District interim assessment data, observational data, and in-program assessment data. Progress monitoring and interim data will be collected a minimum of three times per year. Observational data is collected daily via principal classroom walk-through. In-program assessments will be administered as the program dictates (weekly or monthly). This data will be used to determine intervention and support needs of students.

### Major initiatives of the LLT

During the 2013-2014 the Literacy Leadership Team's initiatives will include the implementation of the newly adopted Wonders Reading series, Wonderworks Intervention program, as well as the implementation and usage of the Accelerated Reader and Reading Plus programs. The Reading Coach will assist teachers with the planning and implementation of the Wonders reading program and Wonderworks intervention program. Assist teachers in setting individual student goals and progress monitoring student comprehension. The Assistant Principal will create incentive programs and challenges for the consistent utilization of the Reading Plus program. Additionally, the LLT will work with all special area teachers to facilitate with school-wide support of the Common Core standards.

### Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

In order to assist our preschool students in the transition from the early childhood to the elementary school program we collaborate with neighboring preschools. Parents and students are invited to visit our school and teachers to learn about our Kindergarten program. Both a Pre-Kindergarten and Kindergarten orientation are held to present expectations and program components to entering families.

Students housed within our school-site Pre-Kindergarten program are monitored by their teachers. Teachers complete checklists and observations to determine Kindergarten readiness for each student

and provide parents with information regarding their child's development. The Florida Kindergarten Readiness Screening (FLKRS) and Florida Assessments for Instruction in Reading (FAIR) will be given to each student upon entering Kindergarten to assess readiness and any need for remediation.

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with support MTSS/Rtl adults. In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program. HIPPY provides in-home training for parents to become more involved in the educational process of their three- and four-year old children.



## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	72%	68%	No	75%
American Indian				
Asian				
Black/African American	40%	62%	Yes	46%
Hispanic	73%	65%	No	75%
White	83%	90%	Yes	84%
English language learners	53%	39%	No	57%
Students with disabilities	38%	29%	No	45%
Economically disadvantaged	67%	61%	No	70%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	85	30%	32%
Students scoring at or above Achievement Level 4	103	36%	37%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		65%	69%
Students in lowest 25% making learning gains (FCAT 2.0)		69%	72%

#### Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	92	63%	67%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	57	39%	45%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	44	30%	37%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	61	62%	66%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

**Area 3: Mathematics****Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	67%	59%	No	70%
American Indian		0%		
Asian		0%		
Black/African American	35%	38%	Yes	42%
Hispanic	69%	60%	No	72%
White	68%	62%	No	71%
English language learners	54%	35%	No	59%
Students with disabilities	49%	26%	No	54%
Economically disadvantaged	62%	52%	No	66%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	93	33%	36%
Students scoring at or above Achievement Level 4	71	25%	26%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		58%	62%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		39%	45%

**Area 4: Science****Elementary School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	28	28%	31%
Students scoring at or above Achievement Level 4	34	34%	35%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)****All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	5		8
Participation in STEM-related experiences provided for students	150	80%	85%

**Area 8: Early Warning Systems****Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	48	8%	7%
Students retained, pursuant to s. 1008.25, F.S.	32	6%	5%
Students who are not proficient in reading by third grade	32	39%	35%
Students who receive two or more behavior referrals	45	8%	7%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	1	0%	0%

## Goals Summary

- G1.** Our goal for the 2013-2014 school year is to increase the percentage of students making progress toward their targeted AMO by 7 percentage points to 75% on the 2014 FCAT 2.0 Reading.
- G2.** Our goal for the 2013-2014 school year is to increase the number of students scoring at or above 3.5 by four percentage points to 66% on the 2014 FCAT 2.0 Writing.
- G3.** Our goal for the 2013-2014 school year is to increase the percentage of students making progress toward their targeted AMO by 11 percentage points to 70% on the 2014 FCAT 2.0 Mathematics.
- G4.** Our goal for the 2013-2014 school year is to increase the number of students scoring at Level 3 by three (3) percentage points to 31% and the number of students scoring at Level 4 or above by one (1) percentage point to 35% on the 2014 FCAT 2.0 Science.
- G5.** Our goal for the 2013-2014 school year is to increase the number of STEM-related experiences for our students from five activities to eight activities with 80% student participation.
- G6.** Our goal for the 2013-2014 school year is to increase student achievement school-wide using school and community resources.

## Goals Detail

**G1.** Our goal for the 2013-2014 school year is to increase the percentage of students making progress toward their targeted AMO by 7 percentage points to 75% on the 2014 FCAT 2.0 Reading.

**Targets Supported**

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)

**Resources Available to Support the Goal**

- Personnel
- Technology
- Textbooks

**Targeted Barriers to Achieving the Goal**

- For the HISPANIC, ELL, ED, and SWD subgroups, the data indicates an average performance of 57% in Reporting Category 1: Vocabulary. Students experience difficulty in identifying the meanings of words or phrases as they are used in text.
- For FCAT Level 3 students in Grades 4 and 5, the data indicates an average performance of 65% in Reading Category 4: Informational Text/Research Process.
- For FCAT Levels 4 and 5 students in Grades 4 and 5, the data indicates an average performance of 77% in Reporting Category 1: Vocabulary.
- An analysis of the 2013 FCAT data indicates an 11 percentage point decrease in the number of students making learning gains.
- The data indicates 63% student proficiency on the Listening/Speaking subtests as noted on the 2013 administration of the CELLA. Proficiency was hindered by limited opportunities in the classroom setting to practice language acquisition.
- The data indicates 39% student proficiency on the Reading subtest as noted on the 2013 administration of the CELLA. Proficiency was hindered by limited comprehension and understanding of story elements/structure.
- The data indicates 30% student proficiency on the Writing subtest as noted on the 2013 administration of the CELLA. Proficiency was hindered by the limited utilization of graphic organizers to plan for writing.

**Plan to Monitor Progress Toward the Goal**

Follow FCIM using data from Interim and FCAT 2.0

**Person or Persons Responsible**

LLT

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Formative Assessment: Interim Assessments Summative Assessment: 2014 FCAT 2.0

**G2.** Our goal for the 2013-2014 school year is to increase the number of students scoring at or above 3.5 by four percentage points to 66% on the 2014 FCAT 2.0 Writing.

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- Personnel
- Technology
- Graphic Organizers
- Grammar books
- Textbooks

**Targeted Barriers to Achieving the Goal**

- An analysis of the 2013 narrative baseline writing data indicates that students require additional support in writing plot driven narratives with engaging actions and characters, as well appropriate conventions. The average student score was 2.0.
- An analysis of the 2013 expository baseline writing data indicates that students require additional support in writing expository compositions with well-developed support and appropriate conventions. The average student score was 1.6.

**Plan to Monitor Progress Toward the Goal**

Utilizing the FCIM, the LLT will review the results of Grade 4 monthly writing samples and writing assessments to monitor progress and adjust instruction as needed.

**Person or Persons Responsible**

MTSS/RtI

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Formative Assessment: Monthly writing samples and writing assessments. Summative Assessment: 2014 FCAT 2.0.

**G3.** Our goal for the 2013-2014 school year is to increase the percentage of students making progress toward their targeted AMO by 11 percentage points to 70% on the 2014 FCAT 2.0 Mathematics.

### **Targets Supported**

#### **Resources Available to Support the Goal**

- Personnel
- Technology
- Textbooks

#### **Targeted Barriers to Achieving the Goal**

- An analysis of the 2013 FCAT data indicates that students in the White, Hispanic, ELL, SWD and ED subgroup did not meet their 2012-2013 AMO due to a deficiency in the area of fractions. The average performance for these subgroups in the area of fractions was 49%.
- For FCAT Level 3-5 students in Grades 3-5, the data indicates a deficiency in number operations. The average performance for these students in the area of number operations was 77%.
- For FCAT Level 3-5 students in Grade 5, the data also indicates a deficiency in geometry and measurement. The average performance for these students in the area of geometry and measurement was 78%.
- The results of the 2013 FCAT indicate a 17 percentage point decrease in the number of students in the lowest 25% making learning gains in Mathematics.

### **Plan to Monitor Progress Toward the Goal**

Utilizing the FCIM, the MTSS/Rtl team will review students' SuccessMaker reports, Go Math assessments, and interim assessment results to monitor progress and adjust instruction as needed.

#### **Person or Persons Responsible**

MTSS/Rtl

#### **Target Dates or Schedule:**

Quarterly

#### **Evidence of Completion:**

Formative Assessment: SuccessMaker reports, Go Math assessments, Interim Assessments Summative Assessment: 2014 FCAT 2.0

**G4.** Our goal for the 2013-2014 school year is to increase the number of students scoring at Level 3 by three (3) percentage points to 31% and the number of students scoring at Level 4 or above by one (1) percentage point to 35% on the 2014 FCAT 2.0 Science.

**Targets Supported**

- Science - Elementary School

**Resources Available to Support the Goal**

- Personnel
- Technology
- Textbooks

**Targeted Barriers to Achieving the Goal**

- An analysis of the 2013 FCAT data indicates a deficiency in the Physical Science category with an average performance of 69% and the Nature of Science category with an average performance of 70%.

**Plan to Monitor Progress Toward the Goal**

Utilizing the FCIM, the LLT along with the MTSS/Rtl team will review students' science journals, weekly assessments and interim assessment results to monitor progress and adjust instruction as needed.

**Person or Persons Responsible**

MTSS/Rtl

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Formative Assessment: Science journals, weekly assessments and interim assessments. Summative Assessment: 2014 FCAT 2.0 Science

**G5.** Our goal for the 2013-2014 school year is to increase the number of STEM-related experiences for our students from five activities to eight activities with 80% student participation.

**Targets Supported**

- STEM
- STEM - All Levels

**Resources Available to Support the Goal**

- Personnel
- Technology
- Manipulatives
- Textbooks

**Targeted Barriers to Achieving the Goal**

- Students have had limited opportunities to participate in STEM-related activities.



## Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, the MTSS/Rtl team will review students' science journals, lab notebooks, participation rosters and interim assessments to monitor progress and adjust instruction as needed.

### Person or Persons Responsible

MTSS/Rtl

### Target Dates or Schedule:

Quarterly

### Evidence of Completion:

Science journals, lab notebooks, participation rosters, interim assessments

**G6.** Our goal for the 2013-2014 school year is to increase student achievement school-wide using school and community resources.

### Targets Supported

- EWS
- EWS - Elementary School

### Resources Available to Support the Goal

- Personnel

### Targeted Barriers to Achieving the Goal

- An analysis of the data indicates that 48 (8%) students missed 10% or more of instructional time during the 2013-2014 school year.
- An analysis of the data indicates that 32 students (6%) were retained in grades K-5 during the 2013-2014 school year.
- An analysis of the data indicates a decrease in the number of behavioral referrals and suspensions, however, further strategies are needed to maintain school-wide discipline and positive referrals.

## Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, the SBLT along with the MTSS/Rtl team will review weekly attendance bulletins, bi-weekly SuccessMaker and WonderWorks reports, and SCAMs to monitor progress.

### Person or Persons Responsible

SBLT

### Target Dates or Schedule:

Ongoing

### Evidence of Completion:

Formative Assessment: Weekly attendance bulletins, SuccessMaker reports, WonderWorks reports, Student Recognition reports, SCAMs, suspension reports Summative Assessment: Early Warning System Reports

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Our goal for the 2013-2014 school year is to increase the percentage of students making progress toward their targeted AMO by 7 percentange points to 75% on the 2014 FCAT 2.0 Reading.

**G1.B1** For the HISPANIC, ELL, ED, and SWD subgroups, the data indicates an average performance of 57% in Reporting Category 1: Vocabulary. Students experience difficulty in identifying the meanings of words or phrases as they are used in text.

**G1.B1.S1** Provide students with opportunities to build vocabulary.

### Action Step 1

During differentiated instruction, students will receive instruction in teacher led center to address identified deficiency. Instruction using context clues should allow students to build their general knowledge of words, and word relationships, and multiple meanings of words. Instruction will provide students with opportunities to read in all content areas, with increased emphasis on cross-content reading.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

McGraw-Hill Weekly Assessments

### Action Step 2

Use instructional strategies that include word walls, context clue charts, concept maps, and personal dictionaries.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

McGraw-Hill Weekly Assessments

### **Action Step 3**

Assign students with specific tasks on SuccessMaker that are focused on interpreting the meaning of words.

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

SuccessMaker reports and McGraw-Hill weekly assessments

#### **Facilitator:**

Reading Coach

#### **Participants:**

Teachers

### **Plan to Monitor Fidelity of Implementation of G1.B1.S1**

Utilizing the FCIM, the LLT will review students' SuccessMaker reports and weekly assessment results to monitor progress and adjust instruction as needed.

#### **Person or Persons Responsible**

LLT

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Successmaker Reports and McGraw-Hill Weekly Assessments

## Plan to Monitor Effectiveness of G1.B1.S1

Utilizing the FCIM, the LLT along with the MTSS/Rtl team will review students' weekly assessments and interim assessment results to monitor progress and adjust instruction as needed.

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

Formative Assessment: McGraw-Hill Weekly Assessments and Interim Assessments

**G1.B2** For FCAT Level 3 students in Grades 4 and 5, the data indicates an average performance of 65% in Reading Category 4: Informational Text/Research Process.

**G1.B2.S1** Provide students with opportunities to read and interpret informational text.

### Action Step 1

Students will utilize how-to articles, brochures, flyers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc.) and to locate, interpret and organize information.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

McGraw-Hill Assessments.

## Action Step 2

Instrucional strategies will include the integration of Social Studies content through the newly adopted Wonders Reading series to apply strategies for the interpretation of information text features.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

McGraw-Hill Assessments

### Facilitator:

Reading Coach

### Participants:

Teachers

## Plan to Monitor Fidelity of Implementation of G1.B2.S1

Utilizing the FCIM, the LLT will review students' Mc-Graw Hill assessments and interim assessment results to monitor progress and adjust instruction as needed.

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

McGraw-Hill Assessments

## Plan to Monitor Effectiveness of G1.B2.S1

Utilizing the FCIM, the LLT will review students' McGraw-Hill assessments and interim assessment results to monitor progress and adjust instruction as needed.

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

McGraw-Hill Assessments and Interim Assessments

**G1.B3** For FCAT Levels 4 and 5 students in Grades 4 and 5, the data indicates an average performance of 77% in Reporting Category 1: Vocabulary.

**G1.B3.S1** Provide students with opportunities to increase academic and domain specific vocabulary.

### Action Step 1

Instructional strategies will include the use of word arrays, tiered vocabulary and word spectrums.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

McGraw-Hill assessments

### Action Step 2

Provide students with opportunities to determine the meaning of words and phrases as they are used in a text including figurative language, and general academic and domain specific words and phrases, including shades of meaning.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

McGraw-Hill assessments

### **Plan to Monitor Fidelity of Implementation of G1.B3.S1**

Utilizing the FCIM, the LLT will review students' McGraw-Hill assessment results to monitor progress and adjust instruction as needed.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

McGraw-Hill Assessments

### **Plan to Monitor Effectiveness of G1.B3.S1**

Utilizing the FCIM, the LLT will review students' weekly and interim assessment results to monitor progress and adjust instruction as needed.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Formative assessments: McGraw-Hill Assessments and Interim Assessments

**G1.B4** An analysis of the 2013 FCAT data indicates an 11 percentage point decrease in the number of students making learning gains.

**G1.B4.S1** Provide students with opportunities to utilize available software and interventions to improve reading skills.

**Action Step 1**

Students will utilize Reading Plus two times per week to improve performance on benchmarks aligned to all FCAT 2.0 Reporting Categories in grades 3-5.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Reading Plus Reports

**Facilitator:**

Reading Coach

**Participants:**

Teachers

**Action Step 2**

Students will meet quarterly Accelerated Reader goals.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Accelerated Reader Reports

**Facilitator:**

Reading Coach

**Participants:**

Teachers



### **Action Step 3**

Teachers will utilize the newly adopted Wonders Reading series to differentiate instruction and measure students mastery on weekly assessments.

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

McGraw-Hill weekly assessments

#### **Facilitator:**

Reading Coach

#### **Participants:**

Teachers

### **Action Step 4**

Students will utilize the newly adopted WonderWorks intervention program for Tier 2 interventions daily for 30 minutes.

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Wonder Works Progress Monitoring Assessments

#### **Facilitator:**

Reading Coach

#### **Participants:**

Teachers

### **Plan to Monitor Fidelity of Implementation of G1.B4.S1**

Utilizing the FCIM, the LLT will review the results of students' WonderWorks progress monitoring assessments to monitor progress and adjust instruction as needed.

#### **Person or Persons Responsible**

LLT

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Wonder Works Progress Monitoring Assessments, Reading Plus Reports, Accelerated Reader Reports, McGraw-Hill Weekly Assessments

### **Plan to Monitor Effectiveness of G1.B4.S1**

Utilizing the FCIM, the LLT will review the results of students' WonderWorks progress monitoring assessments results to monitor progress and adjust instruction as needed.

#### **Person or Persons Responsible**

LLT

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Wonder Works Progress Monitoring Assessments, Reading Plus Reports, Accelerated Reader Reports, McGraw-Hill Weekly Assessments

**G1.B5** The data indicates 63% student proficiency on the Listening/Speaking subtests as noted on the 2013 administration of the CELLA. Proficiency was hindered by limited opportunities in the classroom setting to practice language acquisition.

**G1.B5.S1** Provide students with opportunities to utilize language acquired in authentic settings and situations to improve listening and language learning.

**Action Step 1**

Teachers will utilize the read aloud component of the new Wonders Reading series to enhance meaning listening and language learning.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

McGraw-Hill assessments

**Facilitator:**

Reading Coach, Assistant Principal

**Participants:**

Teachers

**Plan to Monitor Fidelity of Implementation of G1.B5.S1**

Utilizing the FCIM, the LLT will review the results of students' McGraw-Hill assessment results to monitor progress and adjust instruction as needed.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

McGraw-Hill assessments

## Plan to Monitor Effectiveness of G1.B5.S1

Utilizing the FCIM, the LLT will review the results of students' McGraw-Hill assessment results to monitor progress and adjust instruction as needed.

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

McGraw-Hill assessments

**G1.B6** The data indicates 39% student proficiency on the Reading subtest as noted on the 2013 administration of the CELLA. Proficiency was hindered by limited comprehension and understanding of story elements/structure.

**G1.B6.S1** Provide students with the opportunity to increase their level of comprehension and understanding of story elements/structure.

### Action Step 1

Teachers will utilize story retelling as an instructional strategy to help students focus on the importance of summarizing, attending to details and understanding story elements.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

McGraw Hill assessments

### Facilitator:

Reading Coach, Assistant Principal

### Participants:

Teachers

### **Plan to Monitor Fidelity of Implementation of G1.B6.S1**

Utilizing the FCIM, the LLT will review the results of students' McGraw-Hill assessments to monitor progress and adjust instruction as needed.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

McGraw-Hill assessments

### **Plan to Monitor Effectiveness of G1.B6.S1**

Utilizing the FCIM, the LLT will review the results of students' McGraw-Hill assessments to monitor progress and adjust instruction as needed.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

McGraw-Hill assessments

**G1.B7** The data indicates 30% student proficiency on the Writing subtest as noted on the 2013 administration of the CELLA. Proficiency was hindered by the limited utilization of graphic organizers to plan for writing.

**G1.B7.S1** Provide students with opportunities to use effective writing strategies to improve writing performance.

**Action Step 1**

Teachers will utilize daily grammar mini-lessons to help students use appropriate conventions in written responses.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Lesson plans, reading response journals and writing samples.

**Facilitator:**

Reading Coach, Assistant Principal

**Participants:**

Teachers

**Action Step 2**

Teachers will utilize graphic organizers during the writing instructional block in grades K-5 to assist students in preparing and planning for writing.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Lesson plans, reading response journals and writing samples.

### **Plan to Monitor Fidelity of Implementation of G1.B7.S1**

Utilizing the FCIM, the LLT will review the results of students' reading response journals and writing samples to monitor progress and adjust instruction as needed.

#### **Person or Persons Responsible**

LLT

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Reading response journals and writing samples

### **Plan to Monitor Effectiveness of G1.B7.S1**

Utilizing the FCIM, the LLT will review the results of students' reading response journals and writing samples to monitor progress and adjust instruction as needed.

#### **Person or Persons Responsible**

LLT

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Reading response journals and writing samples

**G2.** Our goal for the 2013-2014 school year is to increase the number of students scoring at or above 3.5 by four percentage points to 66% on the 2014 FCAT 2.0 Writing.

**G2.B1** An analysis of the 2013 narrative baseline writing data indicates that students require additional support in writing plot driven narratives with engaging actions and characters, as well appropriate conventions. The average student score was 2.0.

**G2.B1.S1** Provide students with opportunities to improve narrative writing.

**Action Step 1**

Students will utilize prewriting strategies and graphic organizers which include: characters, setting, sequence and main idea.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Monthly writing samples and reading response journals

**Facilitator:**

Reading Coach, Assistant Principal

**Participants:**

Teachers



## **Action Step 2**

Students will utilize figurative and descriptive language.

### **Person or Persons Responsible**

Teachers

### **Target Dates or Schedule**

Ongoing

### **Evidence of Completion**

Monthly writing samples and reading response journals

### **Facilitator:**

Reading Coach, Assistant Principal

### **Participants:**

Teachers

## **Action Step 3**

Students will apply appropriate conventions in their writing after participating in mini grammar lessons, peer editing and revisions.

### **Person or Persons Responsible**

Teachers

### **Target Dates or Schedule**

Ongoing

### **Evidence of Completion**

Monthly writing samples and reading response journals

### **Facilitator:**

Reading Coach, Assistant Principal

### **Participants:**

Teachers

### **Plan to Monitor Fidelity of Implementation of G2.B1.S1**

Utilizing the FCIM, the LLT will review the results of Grade 4 monthly writing samples to monitor progress and adjust instruction as needed.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Monthly writing samples and reading response journals

### **Plan to Monitor Effectiveness of G2.B1.S1**

Utilizing the FCIM, the LLT will review the results of Grade 4 monthly writing samples to monitor progress and adjust instruction as needed.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Monthly writing samples

**G2.B2** An analysis of the 2013 expository baseline writing data indicates that students require additional support in writing expository compositions with well-developed support and appropriate conventions. The average student score was 1.6.

**G2.B2.S1** Provide students an opportunity to improve expository writing.

**Action Step 1**

Students will introduce the topic clearly, and group related information in paragraphs and sections, focusing on one main idea with ample development and supporting details.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Monthly writing samples and reading response journals.

**Facilitator:**

Reading Coach, Assistant Principal

**Participants:**

Teachers

**Action Step 2**

Students will use appropriate transitions that connect the supporting details

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Monthly writing samples and reading response journals.

**Facilitator:**

Reading Coach, Assistant Principal

**Participants:**

Teachers

### **Action Step 3**

Students will apply appropriate conventions in their writing after participating in mini grammar lessons, peer editing and revisions.

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Monthly writing samples and reading response journals.

#### **Facilitator:**

Reading Coach, Assistant Principal

#### **Participants:**

Teachers

### **Plan to Monitor Fidelity of Implementation of G2.B2.S1**

Utilizing the FCIM, the LLT will review the results of Grade 4 monthly writing samples to monitor progress and adjust instruction as needed.

#### **Person or Persons Responsible**

LLT

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Monthly writing samples and reading response journals.

## Plan to Monitor Effectiveness of G2.B2.S1

Utilizing the FCIM, the LLT will review the results of Grade 4 monthly writing samples to monitor progress and adjust instruction as needed.

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Monthly

### Evidence of Completion

Monthly writing samples and reading response journals.

**G3.** Our goal for the 2013-2014 school year is to increase the percentage of students making progress toward their targeted AMO by 11 percentage points to 70% on the 2014 FCAT 2.0 Mathematics.

**G3.B1** An analysis of the 2013 FCAT data indicates that students in the White, Hispanic, ELL, SWD and ED subgroup did not meet their 2012-2013 AMO due to a deficiency in the area of fractions. The average performance for these subgroups in the area of fractions was 49%.

**G3.B1.S1** Provide students with opportunities to build their understanding of fractions.

### Action Step 1

In small intervention groups, students will identify a fraction from an area or set model, or vice-versa, compare and order fractions with like denominators using a model, and identify an equivalent fraction for one-half and one-fourth using a model.

### Person or Persons Responsible

Teacher

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Go Math assessments

## Action Step 2

Implement a school-wide intervention program for math utilizing SuccessMaker, Moby Max, targeted benchmarks in Think Central and one-on-one teacher assistance with concepts needing re-teaching.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

SuccessMaker reports, Moby Max reports and Think Central reports.

### Facilitator:

Math Leader, Assistant Principal

### Participants:

Teachers

## Plan to Monitor Fidelity of Implementation of G3.B1.S1

Utilizing the FCIM, the MTSS/RtI team will review students' SuccessMaker reports and Go Math assessment results to monitor progress and adjust instruction as needed.

### Person or Persons Responsible

MTSS/RtI

### Target Dates or Schedule

Bi-Weekly

### Evidence of Completion

SuccessMaker reports and Go Math assessments results

### Plan to Monitor Effectiveness of G3.B1.S1

Utilizing the FCIM, the MTSS/RtI team will review students' SuccessMaker reports, Go Math assessments, and interim assessment results to monitor progress and adjust instruction as needed.

#### Person or Persons Responsible

LLT

#### Target Dates or Schedule

Bi-Weekly

#### Evidence of Completion

SuccessMaker reports, Go Math assessments, and interim assessments

**G3.B2** For FCAT Level 3-5 students in Grades 3-5, the data indicates a deficiency in number operations. The average performance for these students in the area of number operations was 77%.

**G3.B2.S1** Provide opportunities for students in Grades 3 and 4 to improve their understanding of number operations.

#### Action Step 1

Provide opportunities for students to apply the inverse property to solve a real-world problem and to check the solution of a problem involving multiplication or division.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Go Math assessments

### **Action Step 2**

Provide opportunities for students to extend numeric or graphic patterns beyond the next element or find one or more missing elements in a numeric or graphic pattern.

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Go Math assessments

### **Action Step 3**

Utilize SuccessMaker, GIZMOS and Think Central targeted lessons on number operations during differentiated instruction.

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

SuccessMaker reports, GIZMOS reports and Think Central reports

#### **Facilitator:**

Math Leader, Assistant Principal

#### **Participants:**

Teachers



#### **Action Step 4**

Provide opportunities in Grades 4 and 5 to participate in enrichment opportunities such as math competitions and mentorships.

##### **Person or Persons Responsible**

Teachers

##### **Target Dates or Schedule**

Ongoing

##### **Evidence of Completion**

Participation logs

#### **Plan to Monitor Fidelity of Implementation of G3.B2.S1**

Utilizing the FCIM, the MTSS/RtI team will review students' Go Math assessments, SuccessMaker reports, GIZMOS reports, and Think Central reports to monitor progress and adjust instruction as needed.

##### **Person or Persons Responsible**

MTSS/RtI

##### **Target Dates or Schedule**

Bi-weekly

##### **Evidence of Completion**

Go Math assessments, SuccessMaker reports, GIZMOS reports, and Think Central

#### **Plan to Monitor Effectiveness of G3.B2.S1**

Utilizing the FCIM, the MTSS/RtI team will review students' Go Math assessments, SuccessMaker reports, GIZMOS reports, Think Central, and interim assessment results to monitor progress and adjust instruction as needed.

##### **Person or Persons Responsible**

MTSS/RtI

##### **Target Dates or Schedule**

Monthly

##### **Evidence of Completion**

Go Math assessments, SuccessMaker reports, GIZMOS reports, Think Central reports and interim assessments

**G3.B3** For FCAT Level 3-5 students in Grade 5, the data also indicates a deficiency in geometry and measurement. The average performance for these students in the area of geometry and measurement was 78%.

**G3.B3.S1** Provide opportunities for students in Grade 5 to improve their understanding of geometry and measurement.

**Action Step 1**

Using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of measurement conversions, area and volume, and coordinate plane by utilizing manipulatives and hands-on opportunities for practice.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Go Math assessments

**Action Step 2**

Utilize SuccessMake, GIZMOS, Moby Max and Think Central targeted lessons on the volume of prisms, two-step conversions, elapsed time and geometric properties during differentiated instruction.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Go Math assessments, SuccessMaker reports, GIZMOS, Moby Max, Think Central reports

**Facilitator:**

Math Leader, Assistant Principal

**Participants:**

Teachers

### **Action Step 3**

Provide opportunities for students in Grade 5 to participate in enrichment opportunities such as math competitions and project-based learning.

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Project outcomes and participation logs

### **Plan to Monitor Fidelity of Implementation of G3.B3.S1**

Utilizing the FCIM, the MTSS/RtI team will review students' Go Math assessments, SuccessMaker, GIZMOS, Moby Max and Think Central reports, project outcomes and participation logs to monitor progress and adjust instruction as needed.

#### **Person or Persons Responsible**

MTSS/RtI

#### **Target Dates or Schedule**

Bi-Weekly

#### **Evidence of Completion**

Go Math assessments, SuccessMaker, GIZMOS, Moby Max and Think Central reports, project outcomes and participation logs

### **Plan to Monitor Effectiveness of G3.B3.S1**

Utilizing the FCIM, the MTSS/RtI team will review students' Go Math assessments, SuccessMaker, GIZMOS, Moby Max and Think Central reports, project outcomes and participation logs and interim assessments to monitor progress and adjust instruction as needed.

#### **Person or Persons Responsible**

MTSS/RtI

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Go Math assessments, SuccessMaker, GIZMOS, Moby Max and Think Central reports, project outcomes and participation logs and interim assessments

**G3.B4** The results of the 2013 FCAT indicate a 17 percentage point decrease in the number of students in the lowest 25% making learning gains in Mathematics.

**G3.B4.S1** Provide students with opportunities to improve their mathematical fluency and problem solving skills.

**Action Step 1**

Support mathematical fluency and problem solving skills by reviewing properties of fractions, fraction equivalence and comparison in Grade 3; relating decimals, fractions and percents, and comparing and ordering fractions and decimals in Grade 4; and reviewing multi-digit division and addition and subtraction with fractions, mixed numbers and decimals in Grade 5 by providing time to practice and apply learned concepts in real-life situations.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Go Math assessments

**Action Step 2**

Implement a school-wide intervention program for math utilizing Moby Max, SuccessMaker, targeted benchmarks in Think Central and one-on-one teacher assistance with concepts needing re-teaching.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Moby Max reports, SuccessMaker reports, and Think Central reports

**Facilitator:**

Math Leader, Assistant Principal

**Participants:**

Teachers

### **Action Step 3**

Create remedial classes for students lacking basic addition, subtraction, multiplication and division skills and needing Tier 2 and Tier 3 targeted interventions to solve real-world problems.

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Go Math assessments

### **Plan to Monitor Fidelity of Implementation of G3.B4.S1**

Utilizing the FCIM, the MTSS/RtI team will review students' Go Math assessments, Moby Max, SuccessMaker reports, Think Central reports to monitor progress and adjust instruction needed.

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Go Math assessments, Moby Max reports, SuccessMaker reports, and Think Central reports

### **Plan to Monitor Effectiveness of G3.B4.S1**

Utilizing the FCIM, the MTSS/RtI team will review students' Go Math assessments, Moby Max reports, SuccessMaker reports, Think Central reports and interim assessment results to monitor progress and adjust instruction as needed.

#### **Person or Persons Responsible**

MTSS/RtI

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Go Math assessments, Moby Max reports, SuccessMaker reports, Think Central reports and interim assessment results

**G4.** Our goal for the 2013-2014 school year is to increase the number of students scoring at Level 3 by three (3) percentage points to 31% and the number of students scoring at Level 4 or above by one (1) percentage point to 35% on the 2014 FCAT 2.0 Science.

**G4.B1** An analysis of the 2013 FCAT data indicates a deficiency in the Physical Science category with an average performance of 69% and the Nature of Science category with an average performance of 70%.

**G4.B1.S1** Provide students with opportunities to improve their knowledge of Physical Science and the Nature of Science.

**Action Step 1**

Implement a routine of inquiry based, hands-on activities that help students identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force, and motion.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Science journals and teacher-created assessments

**Action Step 2**

Increase rigor in science writing as evidenced in science journals and in laboratory conclusions (i.e. incorporating claims, evidence and reasoning), as delineated by Common Core Standards.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

**Evidence of Completion**

Science journals and teacher-created assessments

### **Action Step 3**

Incorporate instructional technology resources into the classroom (GIZMOS, Discovery, BrainPOP).

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

#### **Evidence of Completion**

GIZMOS usage report and Science journals

#### **Facilitator:**

Science Leader, Assistant Principal

#### **Participants:**

Teachers

### **Plan to Monitor Fidelity of Implementation of G4.B1.S1**

Utilizing the FCIM, the MTSS/RtI team will review students' science journal and teacher-created assessments to monitor progress and adjust instruction as needed.

#### **Person or Persons Responsible**

MTSS/RtI

#### **Target Dates or Schedule**

Bi-Weekly

#### **Evidence of Completion**

Science journals and teacher-created assessments

### **Plan to Monitor Effectiveness of G4.B1.S1**

Utilizing the FCIM, the MTSS/RtI team will review students' science journals, teacher-created assessments and interim assessment results to monitor progress and adjust instruction as needed.

#### **Person or Persons Responsible**

MTSS/RtI

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Science journals, teacher-created assessments and interim assessment results

**G5.** Our goal for the 2013-2014 school year is to increase the number of STEM-related experiences for our students from five activities to eight activities with 80% student participation.

**G5.B1** Students have had limited opportunities to participate in STEM-related activities.

**G5.B1.S1** Provide students with more opportunities to participate in STEM-related activities.

**Action Step 1**

Monitor weekly hands-on science labs in all grade levels.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Science journals and lab notebooks

**Action Step 2**

Expand number of STEM-related experiences in all grade levels.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Science journals, lab notebooks, and field trip rosters

**Plan to Monitor Fidelity of Implementation of G5.B1.S1**

Utilizing the FCIM, the MTSS/RtI team will review students' science journals, lab notebooks and participation rosters to monitor progress and adjust instruction as needed.

**Person or Persons Responsible**

MTSS/RtI

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Science journals, lab notebooks, participation rosters



### Plan to Monitor Effectiveness of G5.B1.S1

Utilizing the FCIM, the MTSS/RtI team will review students' science journals, lab notebooks, participation rosters to monitor progress and adjust instruction as needed.

#### Person or Persons Responsible

MTS/RtI

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Science journals, lab notebooks, participation rosters

**G6.** Our goal for the 2013-2014 school year is to increase student achievement school-wide using school and community resources.

**G6.B1** An analysis of the data indicates that 48 (8%) students missed 10% or more of instructional time during the 2013-2014 school year.

**G6.B1.S1** Provide students with intervention services to decrease absences.

#### Action Step 1

Identify and refer students who may be developing a pattern of nonattendance to the Truancy Child Study Team (TCST) for intervention services.

#### Person or Persons Responsible

SBLT

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Weekly attendance bulletins and SCAMs

## Action Step 2

Refer students with routine absences to the school counselor and school social worker.

### Person or Persons Responsible

SBLT

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Weekly attendance bulletins and SCAMs

## Plan to Monitor Fidelity of Implementation of G6.B1.S1

Utilizing the FCIM, the SBLT along with the MTSS/Rtl team will review weekly attendance bulletins, and SCAMs to monitor progress.

### Person or Persons Responsible

SBLT

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Weekly attendance bulletins and SCAMs

## Plan to Monitor Effectiveness of G6.B1.S1

Utilizing the FCIM, the SBLT along with the MTSS/Rtl team will review weekly attendance bulletins, and SCAMs to monitor progress.

### Person or Persons Responsible

SBLT

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Weekly attendance bulletins and SCAMs

**G6.B2** An analysis of the data indicates that 32 students (6%) were retained in grades K-5 during the 2013-2014 school year.

**G6.B2.S1** Provide previously retained students with appropriate interventions.

**Action Step 1**

Provide Tier 2 and Tier 3 interventions to students who do not demonstrate grade level mastery through the utilization of WonderWorks and SuccessMaker.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

SuccessMaker reports, WonderWorks progress monitoring

**Action Step 2**

Convene the RtI Leadership team to monitor student progress and complete problem solving worksheets.

**Person or Persons Responsible**

MTSS/RtI

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

SuccessMaker reports, WonderWorks reports

**Plan to Monitor Fidelity of Implementation of G6.B2.S1**

Utilizing the FCIM, the MTSS/RtI team will review weekly progress monitoring SuccessMaker and WonderWorks reports.

**Person or Persons Responsible**

MTSS/RtI

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Success Maker and WonderWorks progress monitoring reports

## Plan to Monitor Effectiveness of G6.B2.S1

Utilizing the FCIM, the MTSS/RtI team will review progress monitoring SuccessMaker and WonderWorks reports and make necessary referrals to SST.

### Person or Persons Responsible

MTSS/RtI

### Target Dates or Schedule

Monthly

### Evidence of Completion

SuccessMaker and WonderWorks reports

**G6.B3** An analysis of the data indicates a decrease in the number of behavioral referrals and suspensions, however, further strategies are needed to maintain school-wide discipline and positive referrals.

**G6.B3.S1** Provide students with incentives and recognition for positive referrals.

### Action Step 1

Utilize the Alternative to Suspension Plan to reduce the number of suspensions.

#### Person or Persons Responsible

Counselor, Administration

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Suspension report

### Action Step 2

Provide training for students and parents to help build an understanding of the Student Code of Conduct.

#### Person or Persons Responsible

Counselor, Administration

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Code of Conduct Agreements

### **Action Step 3**

Provide incentives and recognition for appropriate behavior through the use of Student of the Month recognition program, Do the Right Thing nominations and Citizenship awards.

#### **Person or Persons Responsible**

Counselor, Administration, Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Recognition logs

### **Plan to Monitor Fidelity of Implementation of G6.B3.S1**

Utilizing the FCIM, the SBLT along with the MTSS/Rtl team will review monthly student recognition reports, SCAMs, and suspension reports to monitor progress and modify programs as needed.

#### **Person or Persons Responsible**

SBLT

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Student recognition reports, SCAMs, suspension report

### **Plan to Monitor Effectiveness of G6.B3.S1**

Utilizing the FCIM, the SBLT along with the MTSS/Rtl will review monthly student recognition reports, SCAMs, and suspension reports to monitor progress and modify programs as needed.

#### **Person or Persons Responsible**

SBLT

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Student recognition reports, SCAMs, suspension reports

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

#### Title I, Part A

Miami Springs Elementary provides services to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. A Reading Coach develops, leads, and evaluates school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Along with the administration, the Reading Coach identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students

#### Title I, Part C- Migrant

Miami Springs Elementary provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

#### Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

#### Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers

- reading and supplementary instructional materials(K-12)

#### Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Miami Springs Elementary will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

#### Violence Prevention Programs

Miami Springs Elementary will implement the district's anti-bullying and harassment policy by providing awareness to students, teachers and parents through classroom lessons, parent workshops, and staff meetings. Also, the school will implement the Safe and Drug-Free Schools Program to addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers and the school counselor.

#### Nutrition Programs

Miami Springs Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education. The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

#### Other

Miami Springs Elementary will involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Miami Springs Elementary will increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and report MTSS/Rtl requirements.

Miami Springs Elementary will conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents. This impacts our goal to empower parents and build their capacity for involvement.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** Our goal for the 2013-2014 school year is to increase the percentage of students making progress toward their targeted AMO by 7 percentage points to 75% on the 2014 FCAT 2.0 Reading.

**G1.B1** For the HISPANIC, ELL, ED, and SWD subgroups, the data indicates an average performance of 57% in Reporting Category 1: Vocabulary. Students experience difficulty in identifying the meanings of words or phrases as they are used in text.

**G1.B1.S1** Provide students with opportunities to build vocabulary.

### PD Opportunity 1

Assign students with specific tasks on SuccessMaker that are focused on interpreting the meaning of words.

#### Facilitator

Reading Coach

#### Participants

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

SuccessMaker reports and McGraw-Hill weekly assessments



**G1.B2** For FCAT Level 3 students in Grades 4 and 5, the data indicates an average performance of 65% in Reading Category 4: Informational Text/Research Process.

**G1.B2.S1** Provide students with opportunities to read and interpret informational text.

**PD Opportunity 1**

Instrucitonal strategies will include the integration of Social Studies content through the newly adopted Wonders Reading series to apply strategies for the interpretation of information text features.

**Facilitator**

Reading Coach

**Participants**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

McGraw-Hill Assessments

**G1.B4** An analysis of the 2013 FCAT data indicates an 11 percentage point decrease in the number of students making learning gains.

**G1.B4.S1** Provide students with opportunities to utilize available software and interventions to improve reading skills.

**PD Opportunity 1**

Students will utilize Reading Plus two times per week to improve performance on benchmarks aligned to all FCAT 2.0 Reporting Categories in grades 3-5.

**Facilitator**

Reading Coach

**Participants**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Reading Plus Reports

### **PD Opportunity 2**

Students will meet quarterly Accelerated Reader goals.

#### **Facilitator**

Reading Coach

#### **Participants**

Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Accelerated Reader Reports

### **PD Opportunity 3**

Teachers will utilize the newly adopted Wonders Reading series to differentiate instruction and measure student mastery on weekly assessments.

#### **Facilitator**

Reading Coach

#### **Participants**

Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

McGraw-Hill weekly assessments

#### **PD Opportunity 4**

Students will utilize the newly adopted WonderWorks intervention program for Tier 2 interventions daily for 30 minutes.

##### **Facilitator**

Reading Coach

##### **Participants**

Teachers

##### **Target Dates or Schedule**

Ongoing

##### **Evidence of Completion**

Wonder Works Progress Monitoring Assessments

**G1.B5** The data indicates 63% student proficiency on the Listening/Speaking subtests as noted on the 2013 administration of the CELLA. Proficiency was hindered by limited opportunities in the classroom setting to practice language acquisition.

**G1.B5.S1** Provide students with opportunities to utilize language acquired in authentic settings and situations to improve listening and language learning.

#### **PD Opportunity 1**

Teachers will utilize the read aloud component of the new Wonders Reading series to enhance meaning listening and language learning.

##### **Facilitator**

Reading Coach, Assistant Principal

##### **Participants**

Teachers

##### **Target Dates or Schedule**

Ongoing

##### **Evidence of Completion**

McGraw-Hill assessments

**G1.B6** The data indicates 39% student proficiency on the Reading subtest as noted on the 2013 administration of the CELLA. Proficiency was hindered by limited comprehension and understanding of story elements/structure.

**G1.B6.S1** Provide students with the opportunity to increase their level of comprehension and understanding of story elements/structure.

**PD Opportunity 1**

Teachers will utilize story retelling as an instructional strategy to help students focus on the importance of summarizing, attending to details and understanding story elements.

**Facilitator**

Reading Coach, Assistant Principal

**Participants**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

McGraw Hill assessments

**G1.B7** The data indicates 30% student proficiency on the Writing subtest as noted on the 2013 administration of the CELLA. Proficiency was hindered by the limited utilization of graphic organizers to plan for writing.

**G1.B7.S1** Provide students with opportunities to use effective writing strategies to improve writing performance.

**PD Opportunity 1**

Teachers will utilize daily grammar mini-lessons to help students use appropriate conventions in written responses.

**Facilitator**

Reading Coach, Assistant Principal

**Participants**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Lesson plans, reading response journals and writing samples.

**G2.** Our goal for the 2013-2014 school year is to increase the number of students scoring at or above 3.5 by four percentage points to 66% on the 2014 FCAT 2.0 Writing.

**G2.B1** An analysis of the 2013 narrative baseline writing data indicates that students require additional support in writing plot driven narratives with engaging actions and characters, as well appropriate conventions. The average student score was 2.0.

**G2.B1.S1** Provide students with opportunities to improve narrative writing.

### **PD Opportunity 1**

Students will utilize prewriting strategies and graphic organizers which include: characters, setting, sequence and main idea.

#### **Facilitator**

Reading Coach, Assistant Principal

#### **Participants**

Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Monthly writing samples and reading response journals

### **PD Opportunity 2**

Students will utilize figurative and descriptive language.

#### **Facilitator**

Reading Coach, Assistant Principal

#### **Participants**

Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Monthly writing samples and reading response journals

### **PD Opportunity 3**

Students will apply appropriate conventions in their writing after participating in mini grammar lessons, peer editing and revisions.

#### **Facilitator**

Reading Coach, Assistant Principal

#### **Participants**

Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Monthly writing samples and reading response journals

**G2.B2** An analysis of the 2013 expository baseline writing data indicates that students require additional support in writing expository compositions with well-developed support and appropriate conventions. The average student score was 1.6.

**G2.B2.S1** Provide students an opportunity to improve expository writing.

### **PD Opportunity 1**

Students will introduce the topic clearly, and group related information in paragraphs and sections, focusing on one main idea with ample development and supporting details.

#### **Facilitator**

Reading Coach, Assistant Principal

#### **Participants**

Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Monthly writing samples and reading response journals.

## **PD Opportunity 2**

Students will use appropriate transitions that connect the supporting details

### **Facilitator**

Reading Coach, Assistant Principal

### **Participants**

Teachers

### **Target Dates or Schedule**

Ongoing

### **Evidence of Completion**

Monthly writing samples and reading response journals.

## **PD Opportunity 3**

Students will apply appropriate conventions in their writing after participating in mini grammar lessons, peer editing and revisions.

### **Facilitator**

Reading Coach, Assistant Principal

### **Participants**

Teachers

### **Target Dates or Schedule**

Ongoing

### **Evidence of Completion**

Monthly writing samples and reading response journals.

**G3.** Our goal for the 2013-2014 school year is to increase the percentage of students making progress toward their targeted AMO by 11 percentage points to 70% on the 2014 FCAT 2.0 Mathematics.

**G3.B1** An analysis of the 2013 FCAT data indicates that students in the White, Hispanic, ELL, SWD and ED subgroup did not meet their 2012-2013 AMO due to a deficiency in the area of fractions. The average performance for these subgroups in the area of fractions was 49%.

**G3.B1.S1** Provide students with opportunities to build their understanding of fractions.

### **PD Opportunity 1**

Implement a school-wide intervention program for math utilizing SuccessMaker, Moby Max, targeted benchmarks in Think Central and one-on-one teacher assistance with concepts needing re-teaching.

#### **Facilitator**

Math Leader, Assistant Principal

#### **Participants**

Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

SuccessMaker reports, Moby Max reports and Think Central reports.



**G3.B2** For FCAT Level 3-5 students in Grades 3-5, the data indicates a deficiency in number operations. The average performance for these students in the area of number operations was 77%.

**G3.B2.S1** Provide opportunities for students in Grades 3 and 4 to improve their understanding of number operations.

**PD Opportunity 1**

Utilize SuccessMaker, GIZMOS and Think Central targeted lessons on number operations during differentiated instruction.

**Facilitator**

Math Leader, Assistant Principal

**Participants**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

SuccessMaker reports, GIZMOS reports and Think Central reports

**G3.B3** For FCAT Level 3-5 students in Grade 5, the data also indicates a deficiency in geometry and measurement. The average performance for these students in the area of geometry and measurement was 78%.

**G3.B3.S1** Provide opportunities for students in Grade 5 to improve their understanding of geometry and measurement.

**PD Opportunity 1**

Utilize SuccessMaker, GIZMOS, Moby Max and Think Central targeted lessons on the volume of prisms, two-step conversions, elapsed time and geometric properties during differentiated instruction.

**Facilitator**

Math Leader, Assistant Principal

**Participants**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Go Math assessments, SuccessMaker reports, GIZMOS, Moby Max, Think Central reports

**G3.B4** The results of the 2013 FCAT indicate a 17 percentage point decrease in the number of students in the lowest 25% making learning gains in Mathematics.

**G3.B4.S1** Provide students with opportunities to improve their mathematical fluency and problem solving skills.

**PD Opportunity 1**

Implement a school-wide intervention program for math utilizing Moby Max, SuccessMaker, targeted bechmarks in Think Central and one-on-one teacher assistance with concepts needing re-teaching.

**Facilitator**

Math Leader, Assistant Principal

**Participants**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Moby Max reports, SuccessMaker reports, and Think Central reports

**G4.** Our goal for the 2013-2014 school year is to increase the number of students scoring at Level 3 by three (3) percentage points to 31% and the number of students scoring at Level 4 or above by one (1) percentage point to 35% on the 2014 FCAT 2.0 Science.

**G4.B1** An analysis of the 2013 FCAT data indicates a deficiency in the Physical Science category with an average performance of 69% and the Nature of Science category with an average performance of 70%.

**G4.B1.S1** Provide students with opportunities to improve their knowledge of Physical Science and the Nature of Science.

### **PD Opportunity 1**

Incorporate instructional technology resources into the classroom (GIZMOS, Discovery, BrainPOP).

#### **Facilitator**

Science Leader, Assistant Principal

#### **Participants**

Teachers

#### **Target Dates or Schedule**

#### **Evidence of Completion**

GIZMOS usage report and Science journals

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	Our goal for the 2013-2014 school year is to increase the percentage of students making progress toward their targeted AMO by 7 percentage points to 75% on the 2014 FCAT 2.0 Reading.	\$64,000
G2.	Our goal for the 2013-2014 school year is to increase the number of students scoring at or above 3.5 by four percentage points to 66% on the 2014 FCAT 2.0 Writing.	\$2,000
G3.	Our goal for the 2013-2014 school year is to increase the percentage of students making progress toward their targeted AMO by 11 percentage points to 70% on the 2014 FCAT 2.0 Mathematics.	\$12,300
G4.	Our goal for the 2013-2014 school year is to increase the number of students scoring at Level 3 by three (3) percentage points to 31% and the number of students scoring at Level 4 or above by one (1) percentage point to 35% on the 2014 FCAT 2.0 Science.	\$1,725
G6.	Our goal for the 2013-2014 school year is to increase student achievement school-wide using school and community resources.	\$2,000
Total		\$82,025

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Personnel	Other	Evidence-Based Program	Total
Title 1	\$6,000	\$74,000	\$0	\$0	\$80,000
Principal's discretionary	\$0	\$0	\$300	\$0	\$300
EESAC	\$0	\$0	\$0	\$1,725	\$1,725
Total	\$6,000	\$74,000	\$300	\$1,725	\$82,025

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

**G1.** Our goal for the 2013-2014 school year is to increase the percentage of students making progress toward their targeted AMO by 7 percentage points to 75% on the 2014 FCAT 2.0 Reading.

**G1.B4** An analysis of the 2013 FCAT data indicates an 11 percentage point decrease in the number of students making learning gains.

**G1.B4.S1** Provide students with opportunities to utilize available software and interventions to improve reading skills.

**Action Step 4**

Students will utilize the newly adopted WonderWorks intervention program for Tier 2 interventions daily for 30 minutes.

**Resource Type**

Personnel

**Resource**

Hourly teacher for intervention program and reading coach

**Funding Source**

Title 1

**Amount Needed**

\$64,000

**G2.** Our goal for the 2013-2014 school year is to increase the number of students scoring at or above 3.5 by four percentage points to 66% on the 2014 FCAT 2.0 Writing.

**G2.B1** An analysis of the 2013 narrative baseline writing data indicates that students require additional support in writing plot driven narratives with engaging actions and characters, as well appropriate conventions. The average student score was 2.0.

**G2.B1.S1** Provide students with opportunities to improve narrative writing.

**Action Step 3**

Students will apply appropriate conventions in their writing after participating in mini grammar lessons, peer editing and revisions.

**Resource Type**

Evidence-Based Materials

**Resource**

grammar, usage and mechanics supplementary materials.

**Funding Source**

Title 1

**Amount Needed**

\$1,000

**G2.B2** An analysis of the 2013 expository baseline writing data indicates that students require additional support in writing expository compositions with well-developed support and appropriate conventions. The average student score was 1.6.

**G2.B2.S1** Provide students an opportunity to improve expository writing.

**Action Step 3**

Students will apply appropriate conventions in their writing after participating in mini grammar lessons, peer editing and revisions.

**Resource Type**

Evidence-Based Materials

**Resource**

Supplementary materials for students in conventions and support

**Funding Source**

Title 1

**Amount Needed**

\$1,000

**G3.** Our goal for the 2013-2014 school year is to increase the percentage of students making progress toward their targeted AMO by 11 percentage points to 70% on the 2014 FCAT 2.0 Mathematics.

**G3.B1** An analysis of the 2013 FCAT data indicates that students in the White, Hispanic, ELL, SWD and ED subgroup did not meet their 2012-2013 AMO due to a deficiency in the area of fractions. The average performance for these subgroups in the area of fractions was 49%.

**G3.B1.S1** Provide students with opportunities to build their understanding of fractions.

**Action Step 2**

Implement a school-wide intervention program for math utilizing SuccessMaker, Moby Max, targeted benchmarks in Think Central and one-on-one teacher assistance with concepts needing re-teaching.

**Resource Type**

Personnel

**Resource**

Hourly teacher for intervention program

**Funding Source**

Title 1

**Amount Needed**

\$10,000



**G3.B2** For FCAT Level 3-5 students in Grades 3-5, the data indicates a deficiency in number operations. The average performance for these students in the area of number operations was 77%.

**G3.B2.S1** Provide opportunities for students in Grades 3 and 4 to improve their understanding of number operations.

**Action Step 4**

Provide opportunities in Grades 4 and 5 to participate in enrichment opportunities such as math competitions and mentorships.

**Resource Type**

Other

**Resource**

Registration for math bows and competitions

**Funding Source**

Principal's discretionary

**Amount Needed**

\$150

**G3.B3** For FCAT Level 3-5 students in Grade 5, the data also indicates a deficiency in geometry and measurement. The average performance for these students in the area of geometry and measurement was 78%.

**G3.B3.S1** Provide opportunities for students in Grade 5 to improve their understanding of geometry and measurement.

**Action Step 3**

Provide opportunities for students in Grade 5 to participate in enrichment opportunities such as math competitions and project-based learning.

**Resource Type**

Other

**Resource**

Registration in math bowls and competitions

**Funding Source**

Principal's discretionary

**Amount Needed**

\$150

**G3.B4** The results of the 2013 FCAT indicate a 17 percentage point decrease in the number of students in the lowest 25% making learning gains in Mathematics.

**G3.B4.S1** Provide students with opportunities to improve their mathematical fluency and problem solving skills.

**Action Step 2**

Implement a school-wide intervention program for math utilizing Moby Max, SuccessMaker, targeted bechmarks in Think Central and one-on-one teacher assistance with concepts needing re-teaching.

**Resource Type**

Evidence-Based Materials

**Resource**

Materials for intervention program and test preparation

**Funding Source**

Title 1

**Amount Needed**

\$2,000

**G4.** Our goal for the 2013-2014 school year is to increase the number of students scoring at Level 3 by three (3) percentage points to 31% and the number of students scoring at Level 4 or above by one (1) percentage point to 35% on the 2014 FCAT 2.0 Science.

**G4.B1** An analysis of the 2013 FCAT data indicates a deficiency in the Physical Science category with an average performance of 69% and the Nature of Science category with an average performance of 70%.

**G4.B1.S1** Provide students with opportunities to improve their knowledge of Physical Science and the Nature of Science.

**Action Step 3**

Incorporate instructional technology resources into the classroom (GIZMOS, Discovery, BrainPOP).

**Resource Type**

Evidence-Based Program

**Resource**

Accelerated Reader: Personalized and guided independent reading practice to monitor students' progress toward goal attainment.

**Funding Source**

EESAC

**Amount Needed**

\$1,725

**G6.** Our goal for the 2013-2014 school year is to increase student achievement school-wide using school and community resources.

**G6.B2** An analysis of the data indicates that 32 students (6%) were retained in grades K-5 during the 2013-2014 school year.

**G6.B2.S1** Provide previously retained students with appropriate interventions.

**Action Step 1**

Provide Tier 2 and Tier 3 interventions to students who do not demonstrate grade level mastery through the utilization of WonderWorks and SuccessMaker.

**Resource Type**

Evidence-Based Materials

**Resource**

Materials for intervention program and test preparation

**Funding Source**

Title 1

**Amount Needed**

\$2,000